



Improve clarity in curriculum planning

- **New Planning Templates:** Teachers are exploring and implementing new and consistent planning templates to support daily teaching and learning.
- **Knowledge Organisers:** A child-friendly knowledge organiser will be provided at the start of each topic helping pupils build progressive knowledge and vocabulary.
- **Skills Progression:** Teachers are focusing on ensuring a clear progression of skills across all Areas of Learning Experiences with a particular emphasis on Humanities.
- **Humanities Tracking:** We are introducing a new tracking system for Humanities to monitor the development of key skills and ensure comprehensive coverage.
- **Regular Reviews:** Staff will regularly review and reflect on their planning to ensure it meets high standards and supports pupil progress.
- **Improved Pupil Outcomes:** These changes are aimed at ensuring most pupils apply appropriate knowledge and skills in their work, supporting their academic growth.

Improving pedagogy practices and differentiation

- **Differentiation:** Teachers will plan lessons starting with more able pupils, differentiating for others to ensure every pupil is appropriately challenged.
- **Growth Wall for Independent Learning:** Pupils will use a Growth Wall to track their progress and identify next steps in writing.
- **Targeted Questioning:** Teachers will use clear and purposeful questioning to help pupils articulate their learning and understand how to improve.
- **Walkthru for Independent Learning:** Teachers will adopt strategies from the Walkthru model to promote independent learning.
- **Support for Vulnerable Learners:** Teaching assistants will receive additional training to improve support for vulnerable learners

To improve standards of Reading & Writing

- **Monster Phonics** - Phonics will be taught daily across the Foundation Phase with progress tracked termly on the Monster Phonics tracker. Pupils not making suitable progress will receive targeted phonics intervention.
- **GGR (Guided Group Reading) Training and Sessions:** External training and in-house support for new staff on delivering effective GGR sessions. GGR will be carried out daily in carousel activities, with diagnostic data from reading tests informing planning.
- **Writing Journey and Non-Negotiables:** All staff will be trained on the LLP (Literacy Learning Pathway) and writing journey, with clear learning intentions and success criteria for each writing task. Writing tasks will include reading, oracy, grammar and vocabulary to develop skills for final writing tasks.



To improve standards of spoken Welsh	To improve standards in Mathematics and Numeracy
<ul style="list-style-type: none"> • Welsh Sentence Patterns Progression: The Welsh Lead will attend training on the progression of sentence patterns and providing staff with training and support. • Welsh Tracker and Assessments: Each year group will receive a Welsh tracker for sentence patterns updated each term. • Siarter Iaith for Years 3-6: Pupils in Years 3-6 will complete the Siarter Iaith (Welsh Language Charter) at the start and end of the Silver Award cycle. • Welsh Advisor Visit & Silver Award: The Welsh Lead will complete a self-evaluation form ahead of verification and will have a visit from the Welsh Advisor to discuss the Silver Award verification process. • Criw Cymraeg Training & Yard Games: The Criw Cymraeg pupil leaders will attend a cluster event and take part in training for Welsh games. 	<ul style="list-style-type: none"> • TAPAS Training for Staff: Relevant staff will attend TAPAS training to upskill new staff members with Numeracy strategies. • Diagnostic Assessments: Staff will conduct diagnostic tests at the beginning and end of each term for pupils in Years 1-6, focusing on place value, number facts and mental calculations. • TT ROCKSTARS and Numbots: The Numeracy lead will set up TT ROCKSTARS and Numbots for pupils in Reception to Year 6 to improve multiplication fact recall. • Growth Challenges: Weekly growth challenges will be planned and implemented from Year 1 to Year 6 with practical and written tasks. • Researching New Programmes: The Maths lead will research other mathematics programmes to assess their impact, training and costs for future use.
To increase stakeholder participation	
<ul style="list-style-type: none"> • DBS Checks for Governors: All governors will complete DBS forms to ensure they have up-to-date checks for their role. • Meeting Attendance: Governors will be provided with dates for Governing Body meetings for 2024-25 in July to help ensure attendance. Governors are expected to attend two meetings per term. • Self-Evaluation Audits: All governors will complete individual self-evaluation audits to identify their strengths and training needs. The Chair of Governors (CoG) and Vice-Chair of Governors (VCoG) will analyse these audits to allocate roles within committees, ensuring the effective use of governors' strengths. • Individual Training Plans: Governors will create individual training plans based on their self-evaluation audits to address identified skills gaps. Governors will attend relevant training to upskill themselves in areas they've identified, leading to improved professional learning. • EAS Training on Welsh Education System: Governors will attend EAS training on the National Mission and changes in the Welsh Education System. 	